Thomas E. Van Meter

Mishawaka,IN

Penn High School

Social Studies

Immigration Lesson Plan

Summer 2007

**Objective:** To examine the social and economic and security impact that immigration has had since World War II in the United States and France and Great Britain.

**Background Information:**

We know that in the United States there has been an on going debate on how to handle this problem. Our history has shown that we do not have a consistent policy and any present solution is tied down in our political system. In Europe the present movement of people within the European Union is new. England and France have had people immigrate to their countries from former colonies, now people are coming from other places such as Eastern Europe and Africa. No one country has a single solution to the dilemma they face.

 The attached powerpoint and this lesson are to be used as a basis for lessons on immigration.

**Standards:**

US History Standard 7.6 Analyze and explain the impact on American society and culture of the new immigration policies after 1965 that led to a new wave of immigration

 US History Standard 8.1 Identify and explain the importance of key events and people associated with domestic problems and policies from 1980 to 2001

 World History 10.11 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa

**Activities:**

1. **Describe the social and economic make-up of people who live in the United States, France, and Great Britain?** Use the list below as some possible comparisons:

 Background of country

 Economic overview

 Median Age

 Population growth

 Life expectancy

 Ethnic group

 Religions

 Literacy rate

 Per capita income

 Unemployment rate

 Population below poverty line

1. **Who is an immigrant?**

Define the term using a dictionary or a history book

 Alternative discussion: discuss what a citizen is.

**3)** **Why do people immigrate? (**Your answers should include some of the following)

Join Family

 Escape famine

 Political persecution

 Religious persecution

 Work opportunities

 War

For further discussion have the class investigate and find examples

of the above list since World War II:

 Holocaust

 Famine in Africa

 War in Bosnia

1. **Where do they come from?**

Using your list from above, include the country people left and countries they moved to.

Read a website such as Wikipedia or BBC Social History, and have the class read and report on immigration patterns to the United States, France, and Great Britain.

**5) Describe how to legally immigrate to the each of the countries below using the suggested websites**

United States - U.S. Citizenship and Immigration Service

 Great Britain – Home Office Border and Immigration Agency

 France- Embassy of France in the United States

 European Union – European Commission Justice and Home Affairs

**6) What positive and negative impacts do immigrants have on western society?**

 Divide class into small groups have them brainstorm their thoughts. Use as the guidelines

 culture, security, economy, and social services.

 Positive:

 Serve in the military

 Pay into the tax system/ Social Security

 Work in low paying jobs

 Can be found – legally tracked down

 May possess a special trade, make up for a shortage – specialized labor

 Can speak the language

 Understands the American culture

 They bring their culture to enrich the America and Europe

 Can read and write English or French

 Negative:

 Take away jobs

 Do not pay taxes

 Drain on the health and education system

 Cannot read nor write English or French

 Do not speak English or French

 Higher crime rate

 Do not understand the culture

 Sends money out of country

 Bring more people over

 **7) Where do we go from here?**

 Racial problems in the United Kingdom, European soccer, France, United States

 Assimilation of Immigrants into Europe & United States

 Religious toleration between Christians, Muslims, Hindus

 Border Issues in United States and European Union

 Employment/Minimum Wage (Europe & US)

 Government attempts to regulate

 Immigration Laws & Restrictions – European Union and United States

 Office of National Identity – France

 Terrorism and immigrants

 **8) Resources**

Some of the places you can refer to for additional information:

 Magazines

 Newsweek, Time, US News & World Report

 Radio/Television

 NBC, ABC, CNN, BBC, CBS, NPR

 Newspapers

 Chicago Tribune, New York Times, Wall Street Journal,

 Washington Post, USA Today

 Daily Mirror, London Times, Daily Telegraph, Guardian

 The Paris News, International Herald Tribune, Le Monde

 Textbooks

 Current Issues

 developed by Rebekah Hoffauir

 Close Up Foundation 2006

 The Americans Reconstruction to the 21st Century

 Mc Dougal Littell.Inc. 2003

 Web

 Brookings Institute [www.brookings.edu](http://www.brookings.edu)

 Center for Latin American Studies <http://socrates.berkeley.edu.7001/>

 Center for US – Mexican Studies <http://usmex.ucsd.edu/>

 Consular Information Sheet (U.S Department of State) [www.state.gov](http://www.state.gov)

 CIA World Fact Book [www.cia.gov](http://www.cia.gov)

 European Union online <http://europa.eu/>

 France 24 International News Channel [www.france24.com](http://www.france24.com)

 National Council of La Raza [www.nclr.org](http://www.nclr.org)

 Organization for Economic Co-Operation and Development

 <http://www.oecd.org/home/>

 Pew Hispanic Center <http://pewhispanic.org>

 World Bank International Migration and Development

 [http://econ..worldbank.org/programs/migration](http://www.worldbank.org/migration)

 World Bank Migration and Development [www.worldbank.org/migration](http://www.worldbank.org/migration)

 Yahoo Pictures

 9) Classroom Activities

 Brainstorming

 Creation of newspaper, magazine, power point, newscast, political cartoons

 Role Playing – immigrant, government official, police officer, employer

 Essay for or against immigration

 Research on immigration patterns

 Posters

 Survey on attitudes, job opportunities

 Interview or an oral history of an immigrant.